

VPK- Grade 12 Comprehensive Evidence-Based Reading Plan

School Year 2023-2024

Clay County District Schools



Mr. David Broskie
Superintendent

The School Board of Clay County

Erin Skipper	District 1
Mary Bolla	District 2
Beth Clark	District 3
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1) Contact Information 2023-2024 Comprehensive Evidence-Based Reading Plan

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2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$2,178,395.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$103,473.76	
Elementary Expenses		
Literacy coaches	\$628,967.00	10
Intervention teachers	\$177,000.00	59
Scientifically researched and evidence-based supplemental instructional materials	\$216,000.00	
Summer reading camps for grade 3 students	\$200,000.00	
Secondary Expenses		
Literacy coaches	\$275,000.00	3
Intervention teachers	\$72,000.00	32
Scientifically researched and evidence-based supplemental instructional materials	\$100,000.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$75,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	\$75,000.00	

Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	\$175,000.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$21,000.00	
Tutoring programs to accelerate literacy learning	\$54,954.29	
Family engagement activities	\$5,000.00	
Sum of Expenditures	\$2,178,395.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)

Grade	Previous School Year – FAST PM2 % of Students Scoring		Goal for Plan Year – FAST PM2 % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK (VPK)	2%	90%	1.5%	90.5%
K	10.5%	72%	7.5%	75%
1	6.7%	67.8%	4.7%	69.8%
2	12.8%	65.6%	10.8%	67.6%

Florida Assessment of Student Thinking (FAST)

Grade	Previous School Year – FAST PM2 % of Students Scoring		Goal for Plan Year – FAST PM2 % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	34.3%	39.2%	31.3%	42.2%
4	30.4%	45.8%	27.4%	48.8%
5	27.8%	44.4%	24.8%	47.4%
6	22%	53%	19%	56%
7	32%	44.4%	29%	47.4%
8	37.3%	41.2%	34.3%	44.2%
9	32.1%	43.4%	29.1%	46.4%
10	32.5%	45.2%	29.5%	48.2%

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

Step 1: Each principal will identify who will serve as members of the School Literacy Leadership Team (SLLT).

Step 2: The SLLT will collect input from student achievement data and stakeholder feedback to create a vision that aligns with the school's improvement goals for evidence-based instruction to ensure literacy proficiency for all students.

Step 3: The vision will be communicated to all stakeholders through multiple comprehensive means.

Step 4: Each principal will create a calendar for monthly SLLT meetings.

Step 5: The monthly SLLT meeting will be data-driven and include documented next steps.

Step 6: At the end of each school year, the principal will evaluate the successful implementation of the SLLT using stakeholder survey data and student achievement data.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The School Literacy Leadership Team requirement will be communicated to principals at the monthly principals' meetings and shared in the Superintendent's Weekly Briefing.

The School Literacy Leadership Teams will use data to establish literacy goals and take strategic action to improve literacy achievement for all students by:

- collecting, analyzing, evaluating, and monitoring school-based, district, and state assessment data;
- monitoring and evaluating the use of district adopted curriculum and materials;
- creating and establishing school improvement goals;
- creating and establishing processes for teachers to evaluate, monitor, and respond to their students' data aligned with standards-based learning targets, success criteria, and evidence-based instruction; and
- engaging in collaborative data conversations and data-driven Professional Learning Communities (PLCs) for problem-solving and goal setting for Tier 1 evidence-based instruction.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades PreK (VPK)-Grade 12	District Level	School Level																																								
Data that will be collected and frequency of review	<table border="1"> <thead> <tr> <th colspan="2">District Literacy Leadership Team</th> </tr> <tr> <th>Collected Data</th> <th>Review Frequency</th> </tr> </thead> <tbody> <tr> <td>FAST/STAR</td> <td>3 times per year</td> </tr> <tr> <td>Student Grades</td> <td>Quarterly</td> </tr> <tr> <td>District Level Data Meetings (Tier 1)</td> <td>Monthly</td> </tr> <tr> <td>MTSS (Tier 2 and Tier 3 Intervention Implementation)</td> <td>Monthly</td> </tr> <tr> <td>Attendance</td> <td>Monthly</td> </tr> <tr> <td>Discipline</td> <td>Monthly</td> </tr> <tr> <td>Computer Assisted Instruction (CAI)</td> <td>Monthly</td> </tr> <tr> <td>Classroom Walkthrough Data</td> <td>Monthly</td> </tr> </tbody> </table>	District Literacy Leadership Team		Collected Data	Review Frequency	FAST/STAR	3 times per year	Student Grades	Quarterly	District Level Data Meetings (Tier 1)	Monthly	MTSS (Tier 2 and Tier 3 Intervention Implementation)	Monthly	Attendance	Monthly	Discipline	Monthly	Computer Assisted Instruction (CAI)	Monthly	Classroom Walkthrough Data	Monthly	<table border="1"> <thead> <tr> <th colspan="2">School Literacy Leadership Team</th> </tr> <tr> <th>Collected Data</th> <th>Review Frequency</th> </tr> </thead> <tbody> <tr> <td>FAST/STAR</td> <td>BOY, MOY, & EOY</td> </tr> <tr> <td>Student Grades</td> <td>Quarterly</td> </tr> <tr> <td>Grade Level Data Meetings (Tier 1)</td> <td>Monthly</td> </tr> <tr> <td>MTSS (Tier 2 and Tier 3 Intervention Implementation) (3rd Grade Portfolio)</td> <td>Monthly</td> </tr> <tr> <td>Attendance</td> <td>Monthly</td> </tr> <tr> <td>Discipline</td> <td>Monthly</td> </tr> <tr> <td>Computer Assisted Instruction (CAI)</td> <td>Monthly</td> </tr> <tr> <td>Classroom Walkthrough Data</td> <td>Monthly</td> </tr> </tbody> </table>	School Literacy Leadership Team		Collected Data	Review Frequency	FAST/STAR	BOY, MOY, & EOY	Student Grades	Quarterly	Grade Level Data Meetings (Tier 1)	Monthly	MTSS (Tier 2 and Tier 3 Intervention Implementation) (3rd Grade Portfolio)	Monthly	Attendance	Monthly	Discipline	Monthly	Computer Assisted Instruction (CAI)	Monthly	Classroom Walkthrough Data	Monthly
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Actions for continuous support and improvement

For continuous support and improvement the DLLT will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors:

- Just Read, Florida
- FLDOE Regional Literacy Coordinator
- FLDOE Assessment and Accountability
- Florida's PS/Rtl Project
- Lexia Learning
- Renaissance
- Cambium
- Achieve 3000 Literacy
- Florida Inclusion Network
- FCRR/UFLI

For continuous support and improvement the SLLT will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following agencies and district contracted vendors:

- DLLT
- Just Read, Florida
- FLDOE Regional Literacy Coordinator
- FLDOE Assessment and Accountability
- Florida's PS/Rtl Project
- Lexia Learning
- Renaissance
- Cambium
- Achieve 3000 Literacy
- Florida Inclusion Network
- FCRR/UFLI

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

- Stakeholder communication and feedback with the District Supervisor of Reading and Early Literacy
- Feedback Forms (District K-12 CERP Reflection Tool)

3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

- District Literacy Leadership Team and School Literacy Leadership Team Expectations
- Format of K-12 CERP for 2022-23 Decision Trees for improved alignment with Florida's Formula for Success
- Plan for increased communication relating to the K-12 CERP

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Monitoring System for Implementation of the CCDS K-12 CERP:

1. Learning Walks Using the [FLDOE/FCRR School Leader's Literacy Walkthrough Tool](#)
2. District School Leader's Classroom Walkthrough Log
3. District K-12 CERP Implementation Rubric

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals use multiple monitoring systems to inform instruction and support needs of students which include:

- the District Data Warehouse
- Synergy
- Renaissance PK-2
- Florida Reporting System for Grades 3-10 (FDOE)
- PK-20 Education Data Warehouse (FDOE)
- District CAI Data Dashboards (Lexia, Achieve3000, Imagine Learning)

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

Multiple sources of data are analyzed to determine the needs throughout the District. RAISE schools are first identified for immediate and intensive support. Further analysis of data which includes local and state assessments, literacy screeners, and common formative assessments are reviewed to determine additional areas of need.

B. Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Literacy Coach Model delineates the roles and responsibilities of literacy coaches:

- **Provide professional development on the following:**
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
 - Model effective instructional strategies for teachers in whole and small group instruction;
 - Collect and use data on instructional practices to inform and implement professional learning activities;
 - Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
 - Coach and mentor teachers daily;
 - Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
 - Participate in literacy leadership teams;
 - Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
 - Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
 - Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
 - Effective or highly effective rating from the most recently available evaluation that contains student performance data;
 - Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area Instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district using Just Read, Florida! Literacy Coach Model? Yes

2. If not, please describe the evidence-based coach model the district is using. N/A

3. How is the literacy coach model being communicated to principals?

Coaching expectations are discussed at the annual Summer Leadership Institute and are revisited as needed at the monthly principal professional learning meetings. Coaching resources in alignment with the expectations are made available to all school leaders in the OneClay portal.

4. How does the district support literacy coaches throughout the school year?

Literacy coaches meet on a bi-weekly basis for professional learning around literacy coaching, collective problem solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Literacy coaches engage in data conversations with teachers, teams and school leaders on an ongoing basis. During coaching cycles with teachers, coaching logs are used in alignment with the district instructional vision for literacy to set goals for the coaching cycle and create action

plans for achieving the goals. The coaching logs ensure a cycle of multiple visits, rather than a single conversation, to foster continuous improvement. With learning teams within the school's professional learning community, literacy coaches engage in data analysis and guide teams in using student data to intensify Tier 1 support, and plan for responsive instruction based on student needs. Literacy coaches also work alongside school leaders to plan for school-based professional learning experiences, as well as use district data to inform district wide professional learning experiences throughout the school year.

6. How does the district monitor implementation of the coach model?

Coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;
- Three tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention for all students during the 2023-2024 school year. English Language Learners are provided strong instruction founded in the science of reading, coupled with interventions that address both their content knowledge and their language barriers. Clay County District Schools currently uses Imagine Learning to provide English Language Instruction to students in grade K-6. This program provides instruction in all four domains - listening, reading, speaking and writing. Students are working toward ELA standard mastery, while simultaneously learning the English language. ELL students in grades 7-12 are scheduled into intensive reading courses to ensure they are provided exceptional instruction in a smaller class setting. They are provided access to Rosetta Stone that provides instruction in both English language acquisition and content knowledge that supports success in the four domains - listening, reading, speaking and writing. Students with disabilities (SWD) are provided Specially Designed Instructional strategies aligned to the students' individual needs as well as intensive interventions, as needed. Strong Tier I Core instruction using the science of reading is provided to ensure that students master Florida's ELA standards. Clay County District Schools currently uses several evidence based supplemental programs that often aid in providing Specially Designed Instruction.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners. [VPK-ESE Pre K Blended Learning Instructional Framework](#)

Program Description	Voluntary Prekindergarten (VPK) is a program that is funded by the Office of Early Learning at the Florida Department of Education. During the school year, scholars must receive 540 of instructional hours during a 3-hour instructional block designed for early learning within the framework of the ESE Preschool class for four-year-olds. To complement the VPK program, the school district also offers extended day opportunities conforming to the ESE Preschool full-day schedule. *300-instructional hours are required during the summer VPK program. **Lunch and resources are scheduled outside of the 3-hour instructional block. Outdoor activities are required to be structured and aligned with the standards for 4-year-olds .
VPK Classroom Learning Environment	The following are very general guidelines for a high quality VPK 3-hour instructional block: <ul style="list-style-type: none"> • Post and follow a daily schedule that has both words and pictures, so children can understand the daily routine • Explicitly teach children the expectations during the components of the daily routine, including transitions

	<ul style="list-style-type: none"> • Establish clear traffic patterns • Separate noisy and quiet areas • Have a meeting/circle area • Set up clearly defined learning centers • Have a wide variety of age appropriate materials • Label materials and areas with both words and pictures • Display appropriate charts at children’s eye level • Display children’s work, and update displays often and include soft spaces
<p>Charts and Materials for VPK</p> <p>VPK-ESE Pre K Blended Learning Instructional Framework</p> <p>FCRR for VPK</p> <p>Preschool Booklist</p> <p>Standards for 4-year-olds</p> <p>OEL Virtual Supports and Online Resources</p> <p>Professional Development and Training Resources</p>	<p>The purpose of the following list is to ensure that in every classroom and on the playground children have the developmentally appropriate materials that research and experience have shown are essential components of a quality program. While every classroom is different and it may be a challenge to set up distinct areas, all the centers and charts included in these lists offer important learning experiences and should be incorporated into the program in some way. Children should receive evidence-based instruction through modeling and demonstration at each learning center to develop their awareness and understanding of each learning center’s purpose. Learning Centers should be well-structured with a weekly rotation schedule. Learning Center activities should be aligned with the standards for four-year olds and should be an intentionally planned extension of the daily instructional blocks. When the Coalition monitors VPK classrooms it is expected that most of these materials will be available and charts will be displayed and used:</p> <ul style="list-style-type: none"> • Charts: Attendance chart, Helper/job chart, Daily schedule with words and pictures, Weekly/monthly calendar, Alphabet, Number, Shapes and colors • Dramatic Play Center: Dramatic play themes include a grocery store, office, hospital, and restaurant. Incorporates props to encourage emergent literacy and writing (recipe books, telephone books, and message pads). • Manipulative/Math Center: Materials for counting, sorting, recognizing shapes and classification are included • Art Center: Students can express their feelings, ideas, and be creative • Discovery/Science/Sensory Center: Books and magazines related to themes and science topics • Library Area: Books are appropriate for the age and interest of the children • Listening Area: Variety of audio books, music, and stories • Writing Area: Sandbox drawing, writing • Music/Movement Center: Music is played at various times of the day; classical music is included • Computer Center: Students practice keyboarding on real or play computers • Outdoor Playground: Structured outdoor activity materials to support pretend play, age appropriate equipment for climbing, swinging, and building, materials to support pretend play
<p>Teachers, CDA, and Paraprofessional Professional Development</p>	<ul style="list-style-type: none"> → All VPK/PK teachers must have the following courses on their DCF transcript: Emergent Literacy and Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP). Recent legislative changes to section (s.) 1002.55, Florida Statutes (F.S.), and s. 1002.63, F.S. requires all VPK instructors, including those holding a valid Florida educator certificate, as well as public school VPK instructors to complete three 5-hour emergent literacy courses for a total of 15 hours. After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years. → Assistants are to assist with academic and behavioral activities in the classroom and meet the needs of individual students. The assistant should be an integral part of small group instruction and should lead a center. **Note: General Health Assistants must have CPR, First Aid, and Medication Management Training. Behavioral Health Assistants must have CPR, First Aid, Medication Management, and Safe Crisis Management Training.
<p>Mandated Assessments</p>	<ul style="list-style-type: none"> → Voluntary Prekindergarten Education Program Accountability
<p>Quality Rating Improvement System</p>	<p>Early childhood classes receive classroom observations using the tool by a trained observer. Florida Statute 1002.69 requires the Office of Early Learning to adopt a minimum readiness rate that demonstrates a provider has delivered the VPK program satisfactorily. Providers who have a score below the minimum are required to submit an improvement plan. Rules 6M-8.700, 6M-8.701 and 6M-8.702 specify requirements for coalitions or school districts to approve an improvement plan for a VPK provider on probation.</p>
<p>Oral Language and Vocabulary Development</p>	
<ul style="list-style-type: none"> • Oral Language instruction is supported by the implementation of Story Champs. 	
<p>Emergent Literacy (Reading and Writing)</p>	

- Phonological Awareness and Phonetics instruction is supported by the implementation of Heggerty and Tools4Reading: Kid Lips. Print and Alphabet Knowledge and Writing is supported by ELLM, FCRR, and DEL lessons.
- The Wilson® Foundations® [Pre-K Activity Set](#) is a supplemental resource that compliments the ELLM curriculum by supporting the acquisition of emergent skills necessary for success in kindergarten.
- Early Prevention/Intervention Program: The Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E.) reading program provides early prevention/intervention for beginning letters and sounds. This Reading Program is an easy to use, structured literacy, Orton-Gillingham curriculum for preschool age children that aligns with the Science of Reading. This classroom curriculum uses engaging, multisensory methods for supporting the acquisition of emergent literacy skills.

Emergent Math

- Foundational Math is supported by the implementation of Eureka Math, including daily use of math manipulatives to enhance instruction.

Science/Social Studies/Arts

- Science, Social Studies, and Arts instruction is supported by the implementation of the ELLMS Plus Curriculum. Students should have opportunities to engage in science labs.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK (VPK)-Grade 12

1. Grades PreK (VPK)-Grade 12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-Grade 12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK (VPK) <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

CCDS Process for Identifying Students with a Substantial Deficiency in Reading Grades K-12

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach.

Examples of Product Data (Assessment)

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2023-2024 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; and
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Step 4:

Option 1

Instruction must be provided at the most basic level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, a class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Option 2

If it is determined that the identified students have received initial EBRI and remediation at Tier 1, a diagnostic assessment should be administered to create an instructional and intervention approach to provide more individualized and frequent instruction, and more opportunity for practice using a structured literacy approach to address the identified areas of deficiency. All determinations must be made in compliance with current state statute regarding identification of students with a substantial deficiency in reading.

After diagnostic assessments have been administered, the School Literacy Leadership Team will meet to analyze the diagnostic data. Any student in kindergarten through grade 12 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; and teacher observations will be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. An intervention plan will be created to align the student's identified reading deficiencies which must include evidence-based interventions from the state-approved 2023-2024 Clay County District Schools Comprehensive Evidence-Based Reading Plan (CERP).

Step 5: The school will provide written notification to the parent of any student determined to have a substantial deficiency in reading.

Step 6: Instruction and intervention will be implemented in alignment with the individualized reading intervention plan along with progress monitoring. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based upon the student's response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

Grades PreK (VPK)-Grade 12 Decision Trees

Administer the Beginning Year FAST PM1 Screener for English Language Arts-Reading VPK-Grade 10. 80% of students should showcase beginning year readiness. **The Beginning Year FAST PM1 Screener Data should be used for informational purposes only.**

The Literacy Leadership Team will:

Evaluate Individual Student Data	Evaluate Core Curriculum	Evaluate Teacher Practice
Evaluate individual students' scores to determine whole, small, and individual instructional needs at Tier 1.	Determine what supports are needed to improve the quality of the Core Curriculum (SAVVAS). For example, select the appropriate evidence-based supplemental material: Heggerty, KidLips, and/or From Phonics to Reading.	Determine what supports are needed to improve teacher capacity to deliver high-quality Tier 1 instruction. For example, professional learning focused on evidence-based reading instruction, Universal Design of Learning (UDL), etc.

The development of the Curriculum, Instruction, and Intervention Decision Trees was driven by scientific research that encourages a professional movement toward implementing data-based, differentiated, and evidence-based practices proven to have positive impacts on student literacy outcomes. The goal of the Decision Trees is to significantly increase the percentage of proficient readers to 90% by deepening teachers' understanding of how the brain learns to read. Therefore, the Decision Trees act as a guide to assist teachers with being thoughtful about using resources appropriately and impactfully and using data to continually monitor and improve the effectiveness of their actions.

What theoretical frameworks are the Decision Trees grounded in? The Decision Trees are grounded in the Simple View of Reading and Scarborough's Reading Rope. The Simple View of Reading (SVR) is a formula based on the widely accepted view that reading includes two basic components: decoding (word-level reading) and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). The SVR formula makes it clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strongly developed through explicit, systematic instruction. Scarborough's Reading Rope takes the two contributing factors from the Simple View of Reading and breaks them down into smaller components, truly showing all the different elements that contribute to fluent reading (Scarborough, 2001).

What is the intended use of the Identification/Intervention Decision Trees? The Curriculum, Instruction, and Intervention Decision Trees serve as a guide to evidence-based language and literacy instruction for all learners K-12. The purpose of the three-tiered model of instruction is to provide effective core instruction that addresses reading difficulties by assisting School Literacy Leadership Teams (SLLTs) and teachers with identifying students who may have gaps in their literacy skills. Data points from the district's universal screener are used to direct SLLTs and teachers to additional diagnostic tools for determining areas of deficiency or learning gaps of a reader based on the different components involved in skilled reading. The multi-tiered system of supports structure of the Decision Trees is aligned with Florida's Formula for Success to provide a framework for supporting learners based on their unique needs.

Under this model, each tier adds a level of intensity that is designed to accelerate the learner's rate of learning and avoid learners requiring intervention for multiple years (Kilpatrick, 2015). As a learner responds positively to the instruction, the intensity gradually fades. The movement within the tiers of instruction is fluid and data-based, and the tiers represent instruction and support, not categories of students. Such a system includes a continuum of evidence-based, systemwide practices. The SLLT and/or the teacher determines the instructional plan for addressing areas of weakness or deficiency, and identifying the evidence-based practice and program for intervention instruction.

Why is it critical that teachers utilize the Identification/Intervention Decision Trees? The K-12 Comprehensive Reading Plan (6A-6.053) and Student Reading Intervention Requirements (6A-6.054) State Board Rules mandate districts and schools to identify and monitor students who are not meeting grade level expectations for reading performance. Districts and schools are required to intervene using strong evidence-based strategies and intervention materials (Pursuant to Section 1008.25, Florida Statute). Supplemental intervention provided will target skills which pose the greatest barrier to learning and evidence-based intervention will be matched to student needs. If a student does not respond to supplemental intervention, the student will be considered for an intensive intervention. Students who exhibit a substantial deficiency in reading—based upon multiple data sources -- must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. [Levels of Evidence](#)

<p style="text-align: center;">Tier 1 Core Literacy Instruction 90 Minutes (K-5) 50 Minutes (6-12) Everyday</p>	<p style="text-align: center;">Tier 2 Intervention 15-30 Minutes 3-5 Times Per Week</p>	<p style="text-align: center;">Tier 3 Intervention 45 Minutes-1 Hour 4-5 Times Per Week</p>
<p>T1 Florida's B.E.S.T. Standards: English Language Arts</p> <ul style="list-style-type: none"> ● Progression of Foundations Benchmarks ● Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12 ● Practice Profiles ● Tier 1 Core Evidence-Based Reading Instruction ● Effective Tiered Instruction for Literacy Teaching Reading is Rocket Science (Moats, 2020) <p>T1 Core Evidence-Based Reading Instruction (EBRI)</p> <ul style="list-style-type: none"> ● Explicit and Systematic ● Scaffolded ● Differentiated ● Immediate Corrective Feedback ● Content-Rich ● Write in Response to Reading <p>T1 Core High-Quality Curriculum</p> <ul style="list-style-type: none"> ● SAVVAS K-12 -K-5 MyView -6-12 SAVVAS MyPerspectives <p>T1 Supplemental Reading Materials</p> <ul style="list-style-type: none"> ● KidLips K-1 ● Heggerty K-6 ● From Phonics to Reading K-3 <p>Technology-Based Instruction Assistance (TBIA)</p> <ul style="list-style-type: none"> ● Lexia: Core5 and PowerUp ● Achieve3000 ● Imagine Learning (ELLs) ● RAZ-Plus (Optional: School Level) 	<p>EBRI Explicit/Systematic</p> <p>Small Group Targeted Instruction provided in addition to Tier 1 instruction. Instruction is increasingly intensive and matched to instructional needs on the basis of progress monitoring and observation. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.</p> <p>Multiple Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading</p> <p>Immediate Corrective Feedback</p>	<p>EBRI Explicit/Systematic</p> <p>Small Group Intensive Instruction provided in addition to Tier 1 and Tier 2 instruction only to students who are significantly below grade level in the development of critical reading skills. This instruction will be guided by a specific intervention program that focuses on one or more of the key components of reading development.</p> <p>Additional Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading</p> <p>Immediate Corrective Feedback</p> <p><i>*Students Identified with a Substantial Reading Deficiency</i></p>

Oral Language

Tier 1 Whole Group 6 Components of Reading	T1 Small Group Rotations with Progress Monitoring	T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring	T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
<p>Targeted Student Population: PreK (VPK) - Grade 12</p> <p>Core & Supplemental Materials: SAVVAS From Phonics to Reading Lexia Achieve3000 Imagine Learning (ELL)</p> <p>Expected Learning Outcomes: Students are proficient in - academic language including storytelling, recalling and sharing information, acquiring word meanings through context, expanding domain knowledge; -verbal and written expression; and -language comprehension and vocabulary.</p>	<p>If a student is showing a deficit in <u>academic language including storytelling, recalling and sharing information, acquiring word meanings through context, expanding domain knowledge; verbal and written expression; or language comprehension and vocabulary</u>, then:</p> <p>Initiate a Progress Monitoring Plan (PMP) and provide additional instruction focused on promoting oral academic language through read-alouds of simple stories designed to foster growth in story telling based on story structure. Simple stories should be selected from the Core Curriculum (SAVVAS) or from the Supplemental Materials (From Phonics to Reading, Lexia, Achieve3000).</p> <p>Additional Resources: FCRR Language Activities</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1</p> <p>5 Components of Effective Oral Language Instruction</p> <p>Syntax</p> <p>Syntax Considerations for ELLs</p> <p>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</p> <p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</p>	<p>If Tier 1 Progress Monitoring Data <u>indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers</u>, then:</p> <p>Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile information, attendance, behavior, health, and academic data to inform decision making.</p> <p>If Required, complete a Request for Support in Synergy.</p> <p>Assess -to determine the efficacy of Tier 1 instruction -for Tier 2 decision making CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>If Required, Select T2 Oral Language Intervention</p> <p>Pre-K (VPK) - Kindergarten Story Champs <i>Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.</i></p> <p>K/Kindergarten - Grade 12 Lexia Lessons: Speaking and Listening Practice: Teacher Delivered <i>Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.</i></p> <p>Progress Monitor (at least 1 time per month) CUBED Progress Monitoring Assessments -Narrative Language Measures (NLM)</p>	<p>If Tier 1 and Tier 2 Progress Monitoring Data <u>indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers</u>, then:</p> <p>Engage in an Evaluation of Triangulated Data and Problem Solving Engage in Problem Solving with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.</p> <p>Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>If Required, Select T3 Oral Language Intervention</p> <p>PreK (VPK) - Grade 3 Individualized Intervention</p> <p>STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: PreK-2 Student Success Form or 3-12 Student Success Form by uploading into the MTSS Service and Support Form.</p> <p>STEP 2: The District will create an intervention plan and provide any required training.</p> <p>Grades 4-12 Corrective Language Comprehension Requires Corrective Language Comprehension Placement Assessment prior to implementation <i>Requires training prior to implementation. Submit requests for intervention and</i></p>

training through the [MTSS Service and Support Form](#).

Progress Monitor
(at least 1 time per week)
Corrective Language Comprehension In-Program Assessments (every 10 lessons)
AND
CUBED Progress Monitoring Assessments
-Narrative Language Measures (NLM)

Phonological Awareness and Phonemic Awareness

**Tier 1 Whole Group
6 Components of Reading**

**T1 Small Group Rotations
with
Progress Monitoring**

**T2 Intervention Occurs in
Addition to T1 with
Increased Progress
Monitoring**

**T3 Intervention Occurs in
Addition to T 1 and T 2
with Increased Progress
Monitoring**

Early Phonological Awareness

Targeted Student Population:

PreK (VPK) - Grade 1 and
Grades 6-12 Intensive Reading

Core & Supplemental Materials:

Tools4Reading: Kid Lips
Heggerty

Expected Learning Outcomes:

Students are proficient in
-early phonological awareness skills including blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables; and
-early phonemic awareness skills including isolating the first, final, then medial individual phonemes in single syllable words.

If a student is showing a deficit in very early phonological awareness skills and phonemic awareness skills or higher level phonemic awareness skills, then:

Initiate a Progress Monitoring Plan (PMP) and provide additional early phonological awareness instruction focused on blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables in small group or on an individual basis in addition to whole group instruction and practice. Once the student shows mastery in this, they should progress to phonemic awareness instruction and practice, including isolating the first, final, then medial individual phonemes in single syllable words.

OR

Initiate a Progress Monitoring Plan (PMP) and provide additional advanced phonemic awareness instruction focused on segmentation of up to three-phoneme words using scaffolding supports like Elkonin Boxes, clappers, felt squares, etc. Once the student shows mastery in this, they should progress to words with four or more phonemes, separating individual phonemes in consonant blends, and phoneme manipulation activities such as phoneme deletion and substitution.

If Tier 1 Progress Monitoring Data indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers, then:

Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)

Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making.

If Required, complete a Request for Support in Synergy.

Assess

-to determine the efficacy of Tier 1
-for Tier 2 decision making

PreK (VPK) - Grade 2
[Early Phonological Awareness Skills](#)

Grades 3-12
[PAST Assessment](#) Form A

If Required, Select T2 Early Phonological Awareness Intervention

PreK (VPK) - Grade 2
Heggerty Early Phonological Awareness Curriculum
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS](#)

If Tier 1 and Tier 2 Progress Monitoring Data indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers, then:

Engage in Data Evaluation and Problem Solve

Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.

Assess

-to determine the efficacy of the Tier 2 intervention
-for Tier 3 decision making

PreK (VPK) - Grade 2
[Early Phonological Awareness Skills](#)

Grades 3-12
[PAST Assessment](#) Form A

If Required, Select T3 Early Phonological Awareness Intervention

PreK (VPK) - Grade 2
Individualized Intervention
STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: [PreK-2 Student Success Form](#)

Advanced Phonological and Phonemic Awareness

Targeted Student Population:

Grades 1-5 and Grades 6-12 Intensive Reading

Core & Supplemental Materials:

Heggerty

Expected Learning Outcomes:

Students are proficient in

- phoneme segmentation up to four or more phonemes;
- separating individual phonemes in consonant blends; and
- phoneme manipulation (deletion and substitution).

*Oral Language is embedded within Phonological Awareness and Phonemic Awareness Instruction.

Additional Resources:

[FCRR Early Phonological and Phonemic Awareness](#)

[FCRR Advanced Phonological and Phonemic Awareness](#)

[Heggerty Curriculum Resources](#)

[Kindergarten Peer-Assisted Learning Strategies \(K-PALS Reading\)](#):

[Teacher-Directed Sound Play Lessons](#) (excerpt only) For full program, please request via the [MTSS Service and Support Form](#).

[Phonological Awareness Activities, from University of Florida Literacy Institute](#)

[Phonological Awareness and Phonemic Awareness Considerations for ELLs](#)

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2](#)

Service and Support Form.

Grades 3-5 and Grades 6-12 Intensive Reading

Heggerty Bridge the Gap

Requires [Heggerty Bridge the Gap Placement Assessment](#) baseline prior to implementation **Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).**

T2 Advanced Phonological and Phonemic Awareness Intervention

Grades 3-5 and Grades 6-12 Intensive Reading

Heggerty Bridge the Gap

Requires [Heggerty Bridge the Gap Placement Assessment](#) baseline prior to implementation **Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).**

Progress Monitor a (at least one time per month)

PreK (VPK) - Grade 2

Early Phonological Awareness Skills

Grades 3-12

PAST Assessment Forms A, B, C **AND**

Heggerty Progress Monitoring Assessments aligned to targeted skill

by uploading into the [MTSS Service and Support Form](#).

STEP 2: The District will create an intervention plan and provide any required training.

Grades 3-12

Equipped for Reading Success

Requires [PAST Assessment](#) Form A prior to implementation

Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Progress Monitor

(at least 1 time per week)

Equipped for Reading Success

One Minute Activity aligned to the targeted intervention **AND [PAST Assessment](#)** Forms A, B, C Administer a different form each week to ensure validity of progress monitoring results.

Phonics, Decoding, Spelling, Encoding

Tier 1 Whole Group 6 Components of Reading	T1 Small Group Rotations with Progress Monitoring	T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring	T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
<p style="text-align: center;">Beginning Phonics</p> <p>Targeted Student Population: PreK (VPK) - Grade 2 and Grades 6-12 Intensive Reading</p> <p>Core & Supplemental Materials: From Phonics to Reading K-3 4-12 SAVVAS</p> <p>Expected Learning Outcomes: Students are proficient in -beginning phonics skills including single letter-sound correspondence (mastery of the alphabetic principle), and can decode real and nonsense words in closed-syllable words; and -decoding and encoding real and nonsense words (closed-syllable words).</p> <p style="text-align: center;">Advanced Phonics</p> <p>Targeted Student Population: Grades 3-5 and Grades 6-12 Intensive Reading</p> <p>Core & Supplemental Materials: Grade K-3 From Phonics to Reading Grade 4-12 SAVVAS</p> <p>Expected Learning Outcomes: Students are proficient in open, VCe, vowel-r, vowel team, and Cle syllable types.</p> <p>*Oral Language is embedded within Phonics Instruction.</p>	<p>If a student is showing a deficit in <u>beginning phonics skills</u>, then</p> <p>Initiate a Progress Monitoring Plan (PMP) and provide additional phonics instruction to build accuracy through decoding and encoding closed-syllable words with practice in decodable texts to build automaticity using the From Phonics to Reading Teacher Table Intervention Recommendations. For English Language Learners showing a deficit in beginning phonics skill, use the From Phonics to Reading Teacher Table English Learners Recommendations. Once the student shows mastery in this, they should progress to advanced phonics small group instruction.</p> <p>Additional Resources: FCRR Alphabet Knowledge Activities</p> <p>FCRR Phonics Activities</p> <p>Making Words Lessons</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Teaching Elementary School Students to Be Effective Writers</p> <p>If a student is showing a deficit in <u>advanced phonics skills</u>, then</p> <p>Initiate a Progress Monitoring Plan (PMP) and provide additional phonics instruction to build accuracy through decoding and encoding open, VCe, vowel-r, vowel team, and Cle syllable types one at a time with repeated practice to build automaticity use the From Phonics to Reading Teacher Table Intervention Recommendations. For English Language Learners showing a deficit in advanced phonics skill, use the From Phonics to Reading Teacher Table English</p>	<p>If Tier 1 Progress Monitoring Data <i>indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers</i>, then</p> <p>Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making.</p> <p>If Required, complete a Request for Support in Synergy.</p> <p>Assess -to determine the efficacy of Tier 1 -for Tier 2 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score -Administer the CUBED Assessment (NLM and DDM) if Language Comprehension is an additional area of concern</p> <p>If Required, Select T2 Beginning or Advanced Phonics Intervention</p> <p>PreK (VPK) - Grade 12: Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.) Requires P.R.I.D.E Comprehensive Reading</p>	<p>If Tier 1 and Tier 2 Progress Monitoring Data <i>indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers</i>, then</p> <p>Engage in Data Evaluation and Problem Solve Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.</p> <p>Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score -Administer the CUBED Assessment (NLM and DDM) if Language Comprehension is an area of concern</p> <p>If Required, Select T3 Beginning or Advanced Phonics Intervention</p> <p>PreK (VPK) - Grade 2 Individualized Intervention STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: PreK-2 Student Success Form by uploading into the MTSS</p>

Learners Recommendations.
Once the student shows mastery in this, they should progress to fluency small group instruction.

Additional Resources:

[FCRR Advanced Phonics Activities](#)

[Making Words Lessons](#)

[Phonics and Decoding Considerations for ELLs](#)

[Teaching Elementary School Students to Be Effective Writers](#)

Assessment prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Kindergarten:
Sound Partners Kindergarten
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Grades 1-2:
Sound Partners Kindergarten Sound Partners
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).
SIPPS Extension Level -
Requires **SIPPS Placement Assessment** prior to Implementation
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Grades 2-12:
Spelling Mastery Level A
Spelling Mastery Level B
Requires **Spelling Mastery Placement Assessment** prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Progress Monitor at least one time per month
In-Program Assessments aligned to
-Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)
-Sound Partners Kindergarten
-Sound Partners
-Spelling Mastery Level A
-Spelling Mastery Level B

AND

PreK (VPK) - Grade 3
CUBED Progress Monitoring Assessments
-Narrative Language Measures (NLM)
-Dynamic Decoding Measures (DDM)

[Service and Support Form](#).

STEP 2: The District will create an intervention plan and provide any required training, which may include training in:
Early Foundations
or
Foundations Levels 1-3

Grade 3
Corrective Decoding Level A
Requires **Corrective Decoding Placement Assessment** prior to implementation.
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Grade 4-12
Corrective Decoding
Requires **Corrective Decoding Placement Assessment** prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Grade 3-12
Wilson Reading System
Requires **Wilson Assessment of Decoding and Encoding (WADE)** program placement assessment

AND

Word Identification and Spelling Test (WIST) prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).



Progress Monitor (at least 1 time per week)
In-Program Assessments aligned to
-Early Foundations
-Foundations Levels 1-3
-Corrective Decoding
-Wilson Reading System

AND

KInergarten - Grade 3
CUBED Progress Monitoring Assessments

		Grades 4-12 Acadience Progress Monitoring Assessments Aligned to the area of intervention -Nonsense Word Fluency (NWF) and/or -Oral Reading Fluency (ORF)	-Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 Acadience Progress Monitoring Assessments Aligned to the area of intervention -Nonsense Word Fluency (NWF) -Oral Reading Fluency (ORF)
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Fluency (Automatic Word Recognition)

Tier 1 Whole Group 6 Components of Reading	T1 Small Group Rotations with Progress Monitoring	T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring	T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
<p>Targeted Student Population: Kindergarten - Grade 12</p> <p>Core & Supplemental Materials: From Phonics to Reading K-3 4-12 SAVVAS</p> <p>Fluency Checks</p> <p>Expected Learning Outcomes: Students showcase automaticity in the application of phonics skills to achieve mastery. Automaticity is demonstrated by accurate work-level reading with accuracy, automaticity, and appropriate prosody or expression.</p> <p>*Oral Language is embedded within Fluency Instruction.</p>	<p>If a student is showing a deficit <u>with automaticity in the application of acquired phonics skills</u>, then</p> <p>Initiate a Progress Monitoring Plan (PMP) and provide the student with ample opportunities to practice applying phonics skills to build automaticity with teacher modeling of fluent reading until automaticity is achieved.</p> <p>K-3 Teachers: Use the Small Group Planner: Intervention Plan in From Phonics to Reading for formulating flexible grouping.</p> <p>Additional Resources:</p> <p>FCRR Fluency Resources</p> <p>Fluency (AWR)</p> <p>Fluency Considerations for ELLs</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p>	<p>If Tier 1 Progress Monitoring Data <u>indicates no positive impact on the student's automaticity in the application of acquired phonics skills</u>, then</p> <p>Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making.</p> <p>If Required, complete a Request for Support in Synergy</p> <p>Assess -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score</p> <p>If Required, Select T2 Fluency Intervention</p> <p>Kindergarten - Grade 12 Phonemic Recognition Instruction Delivering</p>	<p>If Tier 1 and Tier 2 Progress Monitoring Data <u>indicates no positive impact on the student's automaticity in the application of acquired phonics skills</u>, then</p> <p>Engage in Data Evaluation and Problem Solve Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.</p> <p>Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score</p> <p>If Required, Select T3 Fluency Intervention</p> <p>Grades 2-12 Individualized Intervention STEP 1: MTSS Lead</p>

**Empowerment
Orton-Gillingham Program
(P.R.I.D.E.)**

Requires *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* [Comprehensive Reading Assessment](#) prior to implementation

Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Progress Monitor at least one time per month

Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)
In-Program Assessments

AND

Kindergarten - Grade 3
[CUBED Progress Monitoring Assessments](#)

-Narrative Language Measures (NLM)
-Dynamic Decoding Measures (DDM)

Grades 4-12
[Acadience Progress Monitoring Assessments](#)
[-Oral Reading Fluency \(ORF\)](#)

Administrator and Intervention Team Facilitator submit a completed copy of: [PreK-2 Student Success Form](#) by uploading into the [MTSS Service and Support Form](#).

STEP 2: The District will create an intervention plan and provide any required training, which may include training in:

[Early Foundations](#)
or
[Foundations Levels 1-3](#)

Grades 4-12
[Corrective Decoding](#)
Requires [Corrective Decoding Placement Assessment](#) prior to implementation

Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).

Grade 3-12
[Wilson Reading System](#)
Requires Wilson Assessment of Decoding and Encoding (WADE) program placement assessment **AND** Word Identification and Spelling Test (WIST) prior to implementation.

Requires training prior to implementation. Submit requests for intervention and training through the [MTSS Service and Support Form](#).



Progress Monitor (at least 1 time per week)
In-Program Assessments aligned to

-*Early Foundations*
-*Foundations Levels 1-3*
-*Corrective Decoding*
-*Wilson Reading System* **AND**

PreK (VPK) - Grade 3
[CUBED Progress Monitoring Assessments](#)
-Narrative Language Measures (NLM)
-Dynamic Decoding Measures (DDM)

Grades 4-12
[Acadience Progress Monitoring Assessments](#)
[-Nonsense Word Fluency \(NWF\)](#)
[-Oral Reading Fluency \(ORF\)](#)

Vocabulary and Language Comprehension

Tier 1 Whole Group 6 Components of Reading	T1 Small Group Rotations with Progress Monitoring	T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring	T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
<p>Targeted Student Population: PreK (VPK) - Grade 12</p> <p>Core & Supplemental Materials: Grades K-12 SAVVAS Grade 4 Spelling through Morphographs Grades VPK-5 Lexia Core5 Grades 6-12 Lexia PowerUp Grades 3-12 Achieve3000 Grades PreK (VPK)-12 Dialogic Reading and Vocabulary Embedded Read Alouds using Sample Titles of Complex Texts from Florida's B.E.S.T. Standards List by Grade Band</p> <p>Expected Learning Outcomes: Students are approaching mastery of benchmark for comprehension and vocabulary skills based on screeners and other assessment data.</p> <p>*Oral Language is embedded within Vocabulary and Language Comprehension Instruction.</p>	<p>If a student is showing a deficit with <i>building meaning when reading text</i>, then</p> <p>Initiate a Progress Monitoring Plan (PMP) and provide additional explicit and implicit vocabulary instruction including explicit instruction of morphemes (prefixes, bases, and suffixes). The student also receives explicit instruction on comprehension strategies focused on building meaning when reading text.</p> <p>Additional Resources: FCRR Vocabulary Resources</p> <p>FCRR Comprehension Resources</p> <p>Higher Level Language Skills</p> <p>LC Considerations for ELLs</p> <p>Evidence-Based Vocabulary Strategies</p> <p>Vocabulary Considerations for ELLs</p> <p>Building Background Knowledge</p> <p>Background Knowledge Considerations for ELLs</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Improving Reading Comprehension in Kindergarten Through 3rd Grade</p>	<p>If Tier 1 Progress Monitoring Data <i>indicates no positive impact on the student's mastery of building meaning when reading text</i>, then</p> <p>Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making.</p> <p>If Required, complete a Request for Support in Synergy</p> <p>Assess -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score</p> <p>If Required, Select T2 Vocabulary and Comprehension Intervention</p> <p>PreK (VPK) - Grade 2 Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.) Requires <i>Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program</i> Comprehensive Reading Assessment prior to implementation Requires training prior to implementation. Submit requests for intervention and training through the MTSS</p>	<p>If Tier 1 and Tier 2 Progress Monitoring Data <i>indicates no positive impact on the student's mastery of building meaning when reading text</i>, then</p> <p>Engage in Data Evaluation and Problem Solve Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.</p> <p>Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making</p> <p>Kindergarten - Grade 3 CUBED Benchmark Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 Acadience Benchmark Assessments -All benchmark component sub scores are required for calculating the Reading Composite Score</p> <p>If Required, Select T3 Vocabulary and Comprehension Intervention</p> <p>PreK (VPK) - Grade 3: Individualized Intervention STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: PreK-2 Student Success Form by uploading into the MTSS Service and Support Form.</p> <p>STEP 2: The District will create an intervention plan and provide any required training.</p> <p>Grades 4-12 Corrective Language</p>

		<p><u>Service and Support Form.</u></p> <p>Grades 3-12 Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.) Requires <i>Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program</i> <u>Comprehensive Reading Assessment</u> prior to implementation Requires training prior to implementation. Submit requests for intervention and training through the <u>MTSS Service and Support Form.</u></p> <p>Progress Monitor at least one time per month</p> <p>Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program In-Program Assessments</p> <p>AND</p> <p>PreK (VPK) - Grade 3 <u>CUBED Progress Monitoring Assessments</u> -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)</p> <p>Grades 4-12 <u>Acadience Progress Monitoring Assessments</u> <u>-Oral Reading Fluency (ORF)</u> <u>-MAZE</u></p>	<p>Comprehension Requires <u>Corrective Language Comprehension Placement Assessment</u> prior to implementation Requires training prior to implementation. Submit requests for intervention and training through the <u>MTSS Service and Support Form.</u></p> <p>Grades 3-12 Wilson Reading System Requires Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST) prior to implementation Requires training prior to implementation. Submit requests for intervention and training through the <u>MTSS Service and Support Form.</u></p> <p>Progress Monitor (at least 1 time per week) In-Program Assessments aligned to -Corrective Language Comprehension -Wilson Reading System</p> <p>AND</p> <p>PreK (VPK) - Grade 3 <u>CUBED Progress Monitoring Assessments</u> -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 <u>Acadience Progress Monitoring Assessments</u> <u>-Oral Reading Fluency (ORF)</u> <u>-MAZE</u></p>
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Proficient Readers (Skilled Readers)

Expected Learning Outcomes: Students are fluently reading and comprehending grade-level texts. Proficient readers will vary by grade level and student need. Grade K will receive explicit instruction in phonics skills with practice in decodable texts. As students exhibit the ability to accurately decode real and nonsense words of all syllable types, students move on to fluency instruction. Grade 2 and beyond will work on advanced phonics skills, encoding, syntax, and morphology. Groups at all grade levels should work on vocabulary and listening comprehension skills, with the goal of transitioning into independent reading and understanding of increasingly more complex texts.

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Decision Trees At-A-Glance

Note: The Decision Trees At-A-Glance document is to be used as a quick reference of materials and assessments in the Decision Trees. For detailed step-by-step procedures related to assessments and materials at all tiers of support, please utilize the CCDS Grades PreK (VPK)-Grade 12 Decision Trees document.

Universal Instruction (Tier 1)

Elementary (K-5)	Secondary (6-12)
<ul style="list-style-type: none"> → SAVVAS myView (K-5) 	<ul style="list-style-type: none"> → SAVVAS myPerspectives (6-12)
<ul style="list-style-type: none"> → Supplements and Small Group <ul style="list-style-type: none"> ◆ Kid Lips (K-1) ◆ Heggerty (K-1) (2-5 as determined by class and student need) ◆ From Phonics to Reading (K-3) ◆ Achieve3000 (3-5) ◆ Lexia Core 5 (K-5) ◆ Imagine Learning (ELL) 	<ul style="list-style-type: none"> → Supplements and Small Group <ul style="list-style-type: none"> ◆ Achieve3000 ◆ Lexia PowerUp (6-12 Intensive Reading) ◆ Imagine Learning (ELL)
<ul style="list-style-type: none"> → Assessments (K-5) <ul style="list-style-type: none"> ◆ FAST (Universal Screener, Progress Monitoring, Summative) ◆ Achieve3000 (3-5) 	<ul style="list-style-type: none"> → Assessments (6-10) <ul style="list-style-type: none"> ◆ FAST (Universal Screener, Progress Monitoring, Summative) ◆ Achieve3000 (all 6-10, 11-12 Intensive Reading Only) ◆ FSA Retakes (11-12)

All interventions require diagnostics, pre-intervention assessment data aligned to the area of deficit, and training prior to implementation. Submit requests for training and interventions through the [MTSS Service and Support Form](#).

Targeted Instruction & Intervention (Tier 2)

Elementary (K-5)	Secondary (6-12)
<ul style="list-style-type: none"> → Story Champs (K) → Heggerty Early Phonological Awareness Curriculum (K-2) → Sound Partners Kindergarten (K-2) → Lexia Lessons: Speaking and Listening Practice: Teacher Delivered (K-5) → Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (K-5) → Sound Partners (1-2) → SIPPS® (1-2) → Spelling Mastery (2-5) → Heggerty Bridge the Gap (3-5) 	<ul style="list-style-type: none"> → Lexia Lessons: Speaking and Listening Practice: Teacher Delivered → Heggerty Bridge the Gap → Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program(→ Spelling Mastery
<ul style="list-style-type: none"> → Assessments <ul style="list-style-type: none"> ◆ CUBED ◆ Acadience Reading ◆ Early Phonological Awareness Skills Assessment ◆ PAST (Phonological Awareness Screening Test) ◆ Intervention Embedded Progress Monitoring 	<ul style="list-style-type: none"> → Assessments <ul style="list-style-type: none"> ◆ CUBED ◆ Acadience Reading ◆ PAST (Phonological Awareness Screening Test) ◆ Intervention Embedded Progress Monitoring

All interventions require diagnostics, pre-intervention assessment data aligned to the area of deficit, and training prior to implementation. Submit requests for training and interventions through the [MTSS Service and Support Form](#).

Individualized, Intensive Instruction & Intervention (Tier 3)

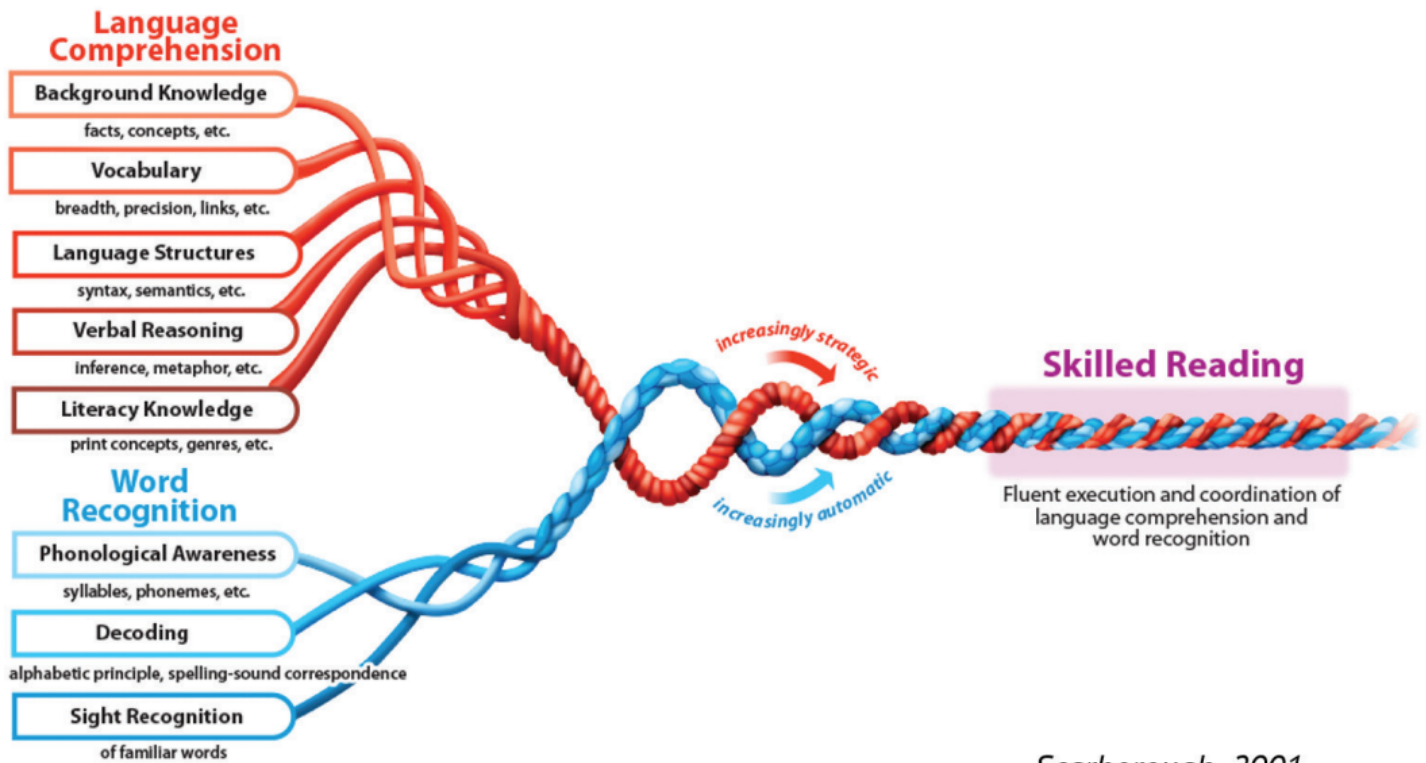
Elementary (K-5)	Secondary (6-12)
<ul style="list-style-type: none"> → Early Foundations (K-3) → Foundations (K-3) → Equipped for Reading Success (3-5) → Corrective Reading Decoding (3-5) 	<ul style="list-style-type: none"> → Equipped for Reading Success → Corrective Decoding → Corrective Language Comprehension → The Wilson Reading System®

- The Wilson Reading System® (3-5)
- Corrective Language Comprehension (4-5)

- **Assessments**
- ◆ CUBED
 - ◆ Acadience Reading
 - ◆ Wilson® Assessment for Decoding and Encoding (WADE)
 - ◆ Word Identification and Spelling Test (WIST)
 - ◆ Intervention Embedded Progress Monitoring

- **Assessments**
- ◆ CUBED
 - ◆ Acadience Reading
 - ◆ Intervention Embedded Progress Monitoring
 - ◆ Wilson® Assessment for Decoding and Encoding (WADE)
 - ◆ Word Identification and Spelling Test (WIST)
 - ◆ Intervention Embedded Progress Monitoring

Simple View of Reading



Scarborough, 2001

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

- link to literature, essays, mentor texts
- productive questioning that incorporates students' experiences/prior knowledge

VOCABULARY

- participation in modeling and guided practice
- precise word choice through recognition of general versus specific
- word referents as alternatives for repetition
- transitional words and phrases to link ideas in a fluid manner

LANGUAGE STRUCTURES

- sentence variation with sentence starters and flip the sentence
- editing and revising / grammar

VERBAL REASONING

- author's purpose
- recognition of elaboration techniques
- annotation and analysis
- inference

LITERACY KNOWLEDGE

- salient features of genres
- text conventions
- mentor texts

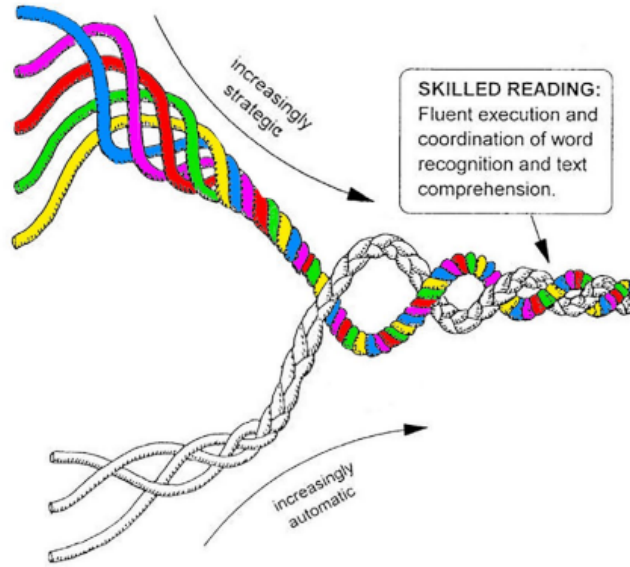
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

How Empowering Writers' Approach to Writing Instruction Reinforces Reading Development



The Reading Rope (Scarborough, 2001)

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

The 2024 Summer Reading Camp will be offered at individual elementary school sites for 3rd grade students scoring a level 1 on the end of year FAST Assessment (PM 3) not meeting a Good Cause Exemption for Promotion to Grade 4. 3rd grade students attending Summer Reading Camp will receive evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction and intervention from a highly effective teacher who is either endorsed or certified in reading using district adopted [evidence-based intervention materials and instructional practices](#).

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option? No

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized. N/A

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches to include training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The PL opportunities are designed to meet the requirements of s. 1012.585(3)(f). Teachers are notified of these opportunities via flyers and google classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses, LETRS course, Corrective Reading and Spelling Through Morphology DL Course, Facilitated Exploring Structured Literacy, Self-Paced, Independent Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading.

Professional learning in B.E.S.T. ELA standards and evidence based reading practices and programs are also offered at the district and school level. District unit-planning sessions are offered five times a year in alignment with the curriculum guides that integrate the B.E.S.T. standards and the district adopted reading curriculum. Additional district and school-based training is provided for teachers in using the supplemental resources in alignment with the B.E.S.T. standards and identified student needs.

Student data is reviewed throughout the year and support is prioritized for teachers, grade levels, and schools based on identified students needs. Individual teachers may receive side-by-side coaching with job-embedded support, teams may receive ongoing support in reviewing data and developing literacy response plans, and school leaders may receive support for reviewing schoolwide data and making strategic plans for enhancing literacy instruction throughout the school.

Each school identifies teacher leaders to serve as mentor teachers and may also serve as model classrooms for others. These teachers are selected to demonstrate evidence-based literacy practices and the use of evidence-based literacy programs in ways that can be viewed and replicated by others to strengthen student literacy achievement across the school.

As part of the CCEA teacher contract, teachers engage in a minimum of 1 hour of collaborative professional learning each week. Literacy teachers use this time to identify the specific literacy skills and standards that students need to know and be able to do, develop common formative assessments and use other diagnostic literacy assessments as needed to determine which students are meeting expectations and which need additional support, and develop responsive tiered support plans to meet the student needs.

B. List the pathways that are available in your district for earning the Reading Endorsement.

- **Traditional pathway-** The traditional pathway for reading Endorsement includes 5 Competencies (courses). Competencies are offered each semester.
- **LETRS-** The LETRS Pathway provides participants the option to complete the Reading Endorsement through a hybrid learning model. While deeply grounded in the science of reading, LETRS gets teachers involved in their own learning throughout the units of study. As teachers learn about instructional practices that align with the theory and research they are learning in their classes, text and online units of study. This pathway is recommended for those seeking to complete the Reading Endorsement in 1 year.
- **UF Flamingo Program-** The Florida Department of Education is sponsoring YOU to complete the Flamingo Literacy Matrix for Reading Endorsement, a fully online professional development system created by the UF's College of Education. The Literacy Matrix is designed to build on what you already know and increase knowledge and skills in key areas of reading to improve literacy outcomes for your students. Teachers are encouraged to take advantage of this great opportunity, at no cost.
- **The Combination Pathway-** The combination pathway is an option for those who may have completed some coursework in their Florida teacher preparation program but do not qualify to have the Reading Endorsement added to their certificate. Teachers who choose this path would have their Florida transcripts for completed Reading courses reviewed and take the Traditional courses from CCDS or from an outside organization to complete all remaining required competencies.
- **K-12 Reading Subject Area Exam-** The Reading Certification Pathway is an option for those who hold a valid Florida Educator Certificate and would like to test for the Florida Reading Endorsement. This option ends in 2024.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

The district established a tutoring program for students in grades K-3 identified with reading deficiencies in alignment with the assurances set forth in the Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (TAPS Number 22A211). The *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* is

utilized for after school tutoring at RAISE elementary schools and as a core component of the District's Summer Reading Camp instructional plan. The *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* is based on scientific research and years of Orton-Gillingham training and teaching experience at *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Learning Center. *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Learning Center is world renowned for their work with students struggling with their reading and spelling due to common language difficulties such as Dyslexia, Auditory and Visual Processing Disorder, Speech Deficits and other Learning Differences.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

When a student is identified with a substantial reading deficiency, the parents of the student will receive a digital copy of the district's [Read At-Home Plan](#) in alignment with [s. 1008.25\(5\)\(e\), F.S.](#) The plan is embedded with links to resources including links to the New Worlds Reading Initiative and the New Worlds Reading Scholarship. Schools can use the [Read At-Home Communication Plan](#) to document dissemination of the Read At-Home Plan.